

# EDUCATION DAILY<sup>®</sup>

The education community's independent daily news service

## Capitol Hill watch

### Advocates mull future of HEA funding

By Stephen Sawchuk

Staff Writer

Lobbyists are taking different points of view about the meaning of proposed cuts to the teacher programs in the Higher Education Act.

Both education committees have thrown bipartisan support behind programs to recruit and retain teachers in high-needs schools in various bills, including the **Senate's** HEA reauthorization and the **House** budget reconciliation bill.

Appropriators, however, appear poised to make further cuts to existing teacher programs governed by Title II of HEA.

Stakes are higher for the teacher programs this year because of the potential for changes to their structure and focus during HEA reauthorization.

"There are great things in the Senate HEA reauthorization bill with the focus on clinical preparation and teacher residency programs. We are really pleased with that direction," said **Jane West**, vice president of government relations for the **American Association of Colleges for Teacher Education**. "But we are disappointed with the funding levels."

However, lobbyists for the **American Federation of Teachers** said HEA appropriations are just one piece of an overall teacher quality funding strategy.

"I don't think appropriators are walking away," said **Tor Cowan**, AFT director of legislation. "You have lots of different parts between the reconciliation bills and reauthorization of HEA and NCLB. When you add up what's being done in those three areas, I think it will be a major step forward."

#### Lower levels

The Senate's HEA reauthorization cleared committee in less than an hour last week after months of bipartisan negotiation and would put a heavier focus on clinical preparation and induction in high-need schools. A spokeswoman for **House Education and Labor Committee** chairman **George Miller**, D-Calif., said the committee plans to introduce its version of HEA reauthorization later this year.

(See **HEA** on page 3)

## Today's Highlights

Vol. 40, No. 119 • Monday, June 25, 2007

The Week in Review ..... Page 2

### STEM EDUCATION

Mentoring, support crucial

for STEM teachers ..... Page 3

Legislative Update ..... Pages 4-5

Daily Briefing ..... Page 6

## NCLB reauthorization

### Stakeholders: Principals need more control

Local leaders need greater say over funds, personnel

By Patti Mohr

Staff Writer

Corporate representatives and philanthropists built momentum for standards-based reforms in NCLB during 2001. Now that the accountability structure is in place, private-sector stakeholders say it's time to free school leaders from burdensome regulations that impede needed reforms.

"To truly embrace accountability," school leaders need to have more authority to make local decisions, said **Wendy Kopp**, founder and CEO of **Teach for America**.

NCLB helped raise and define expectations for all leaders. But the law has not helped public school systems make the changes that are needed to improve outcomes for students, according to panelists at a recent panel discussion hosted by the **Business Coalition for Student Achievement**, a national network of business leaders from all economic sectors with an interest in NCLB reauthorization.

"School systems have not been transformed," said **Jon Schnur**, founder and CEO of **New Leaders for New Schools**. Unfortunately, the system forces educators to focus too much attention on process, rather than on results, he said.

(See **LEADERS** on page 6)

## The Week in Review

### Capitol Hill Watch

Federal campus and school safety programs may be packaged in the pending NCLB reauthorization, placing the responsibility on **Congress**. Education Secretary **Margaret Spellings** is said to be considering how to incorporate recommendations submitted by an advisory panel regarding the **Virginia Polytechnic Institute of Technology** shootings in NCLB. (ED, June 18).

The **Education Department's Office for Civil Rights** has fallen far short in its enforcement of the Title IX gender equity law, advocates told a congressional subcommittee. Witnesses told the **House Education and Labor Committee's Higher Education, Lifelong Learning and Competitiveness** panel that Congress should exercise oversight to ensure equal rights for women in athletics as well as in STEM and CTE fields. (ED, June 20)

Sen. **Edward Kennedy**, D-Mass, cleared two comprehensive higher education bills through the **Senate Health, Education, Labor and Pension Committee** with little dispute. The bills included The Higher Education Amendment act, which reauthorizes HEA programs; and the Higher Education Access act, a reconciliation bill that reduces the deficit by \$1 billion and reforms student loans. (ED, June 21).

The **Senate Appropriations Committee** passed its version of the FY 2008 Labor-HHS-Education bill, which would provide \$60 billion for education — about \$4 billion more than the **White House** proposal. The committee proposed Title I funding at the requested increase to \$1.4 billion, but Reading First suffered a significant \$200 million cut. (ED, June 22).

### Other News

The **Education Department** awarded \$8.7 million in grants to support a National Security Language Initiative, a foreign language program to launch studies of the languages **President Bush** considers essential, including Arabic, Chinese, Japanese, and Russian or Urdu. Districts could receive from \$40,000 to \$300,000 per program. (ED, June 18).

The **Association for Career and Technical Education** aims to evaluate career and technical education through state-by-state profiles. Career and technical education, the group believes, may have increased importance in secondary and post-secondary education as an option for alternative teaching methods. (ED, June 19).

Local districts are eager to incorporate formative assessment practices into classrooms, given their link to achievement gains on accountability tests, but teachers often don't know how to use those practices, experts said at the **Council of Chief State School Officers' 37th Annual National Conference on Large-Scale Assessment**. Educators called for more teacher development and state support. (ED, June 20).

ED's **Institute of Education Sciences** released first-year findings of Washington, D.C.'s Opportunity Scholarship Program, the first federally supported private school voucher program. The program failed to show proof of student improvement after one year, though parents report they still like the program. Those shortcomings don't help Secretary **Margaret Spellings'** push to expand the program nationally. (ED, June 22).

## The Week Ahead

### Events

**Wednesday: National Council on Teacher Quality** holds its State Teacher Policy Handbook Launch breakfast at 8:30 a.m., with a session to follow from 9 a.m. to 11 a.m. at the Renaissance Hotel Congressional Room A, 999 Ninth Street NW, Washington, D.C.

**Thursday: Higher Education, Lifelong Learning, and Competitiveness Subcommittee of House Education and Labor Committee** hearing on "*Workforce Investment Act: Recommendations to Improve the Effectiveness of Job Training*" at 1:30 p.m., 2175 Rayburn.



Published every business day by LRP Publications, Inc. (ISSN: 0013-1261), 360 Hiatt Drive, Palm Beach Gardens, FL 33418, Editorial: (703) 516-7002, extension 21; Customer Service: (800) 341-7874; New Subscriptions: (800) 341-7874. Publisher: Kenneth F. Kahn, Esq.; V.P., Editorial: Claude J. Werder; Corporate Executive Editor: Candace Golanski Gallo; Executive Editor: Debi Pelletier; News Editor: Charlie Hendrix; Editorial Staff: Kris Kitto, Patti Mohr, Pamela Moore, Joseph L. Pfrommer, Esq., Stephen Sawchuk, Sarah D. Sparks, Jeanne Sweeney, Erin Uy, Frank Wolfe; Copy Editor: Jennifer Pfaff. Annual subscription rate: \$1,200. Single issues: \$6. Copyright 2007 by LRP Publications, Inc. Federal law restricts reproduction of material in this newsletter without written permission. Authorization to photocopy items for internal or personal use, or the internal or

personal use of specific clients, is granted by LRP Publications, for libraries or other users registered with the Copyright Clearance Center (CCC) for a \$7.50-per-document fee and a \$4.25-per-page fee to be paid directly to the Copyright Clearance Center, 222 Rosewood Drive, Danvers, MA 01923. Fee Code: 0013-1261/07/\$7.50 + \$4.25. Requests for permission to reproduce content should be directed to LRP customer service at (800) 341-7874, fax (561) 622-2423, e-mail [custserve@lrp.com](mailto:custserve@lrp.com). For editorial suggestions, e-mail [dpelletier@lrp.com](mailto:dpelletier@lrp.com). [www.educationdaily.net](http://www.educationdaily.net).

# Mentoring, support crucial for STEM teachers

Stakeholders say congressional funding necessary for teacher retention

By Stephen Sawchuk

Staff Writer

Math and science teachers need not only good preparation before they get in the classroom but also mentoring and support that follow them into the first few years of teaching.

That was the key message of stakeholders last week at a packed briefing sponsored by the **American Association of Colleges for Teacher Education** and the **Senate Science, Technology, Engineering and Mathematics Caucus**.

“Induction, induction, induction,” said **Valdine McLean**, a high school science teacher at **Pershing County (Nev.) High School**. “I cannot say enough about the importance of not leaving new teachers alone to flounder in their first few years of teaching.”

Stakeholders said congressional funding for induction is particularly crucial to retaining teachers in the STEM fields where students are more likely to be taught by out-of-field teachers.

“Out-of-assignment teaching is at epidemic proportions,” said **Sharon Robinson**, AACTE president.

Thursday’s panel coincided with AACTE’s annual Day on the Hill, during which more than 160 teacher college deans and faculty members from 30 states met with their congressional delegations to share success stories of how their institutions improved STEM teacher preparation.

Their lobbying comes at a crucial time. **House** and **Senate** appropriators appear to be considering

less money for teacher preparation grants in the Higher Education Act that include induction programs and partnerships (*see related story, page 1*).

Research shows first-year teachers are generally less effective than more experienced teachers. At Thursday’s briefing, stakeholders said funding for induction programs could improve teachers’ ability to hit the ground running and retention rates in the high-needs schools that need them the most.

In addition to consistent feedback from a mentor, induction programs should ensure that science teachers have up-to-date laboratory equipment and more time to plan, said **Lisa Suarez-Carballo**, a **Cleveland Municipal School District** middle-school teacher. She described not having her own classroom and moving her lab materials six times a day during her first year of teaching.

“Shuffling my materials for class from room to room and having no space to set up a learning environment required immense extra work on my part, and that is a lot to ask of a first-year teacher,” she said.

**Linda Darling-Hammond**, a **Stanford University** (Calif.) researcher on teacher issues, is holding out hope for more dedicated induction funding as HEA and NCLB reauthorization progress.

“We could, in NCLB, fund mentoring for every beginning teacher in this country for \$500 million a year,” she said.

AACTE’s publication *Preparing STEM Teachers: The Key to Global Competitiveness* can be downloaded at [www.aacte.org](http://www.aacte.org).

## HEA (continued from page 1)

House and Senate appropriators, however, intend to cut Title II programs.

**Congress** has steadily cut Title II throughout the last decade; the program received \$60 million last year.

Preliminary House targets would scale back HEA grants to \$40 million, while figures approved by the **Senate Appropriations Committee** last week would fund the grants at \$28.5 million — enough to fund continuation grants, according to Senate report language.

“We know we’re in a time of distributing very scarce dollars, but ... the funding cuts represent a threat to our continued reform,” said AACTE president **Sharon Robinson**.

On the other hand, the House’s version of the budget reconciliation, H.R. 2669, would create a TEACH loan relief program worth \$375 million over five years for prospective teachers who agree to teach in high-need areas. If retained, the grants will not be reliant on the annual appropri-

ations process. The bill also would be protected from a filibuster in the Senate.

“By going beyond what reconciliation required in terms of the \$750 million for deficit reduction and going after the lender subsidies, they’ve created new revenue sources to support a lot of activities that we believe have been ignored or underfunded,” Cowan said. “I think it’s a pretty clear sign that appropriators and authorizers are working together to be as creative as possible to address the need to recruit and retain high-quality teachers.”

Both reconciliation bills carry a Sept. 15 deadline, which means they are likely a priority for the committees, Cowan said.

The TEACH grants, though, have generated some pushback from Republican members who support the program’s ideals but not the mandatory spending. The provisions could face elimination on the House floor or during conference with the Senate.

Still, Miller’s spokeswoman said retaining the TEACH grants is “a huge priority for the chairman.”

## Legislative Update

The **Senate** took up its appropriations work last week, clearing a bill that would substantially increase the budgets for Head Start and Title I. The Senate also passed the **House** bill to reauthorize Head Start but insisted on its amendments, sending the legislation to conference.

The Senate also moved two higher education bills out of the Health, Education, Labor and Pensions Committee to the Senate floor.

### RECENT ACTION

#### Senate

##### **S. [NO BILL NUMBER]: LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION FY 2008 APPROPRIATIONS ACT**

Sen. Tom Harkin, D-Iowa

Introduced: June 19

Referred to: Senate floor

The bill recommends nearly \$149.9 billion in discretionary funding for the Departments of Labor, Health and Human Services, of which \$60.1 billion would go toward education. The committee funds the president's Title I request at \$13.9 billion, including \$500 million for school improvement grants, and \$11.2 billion for Special Education Part B grants to states, an increase of nearly \$750 million more than the president's budget request. The committee funding level would reverse the declining share of federal resources for educating students with disabilities and raise it to 17.65 percent, the same amount as it was in 2006. The bill would also provide \$16.3 billion for student financial aid, and the Pell Grant program would continue its maximum grant award of \$4,310. The bill recommends cutting the administration's request for the Reading First program by \$230 million and recommends adding \$41 million for Byrd Scholarships, an increase of \$410,000 over FY 2007. The White House did not request funding for this program.

The bill cleared the Senate Appropriations Committee on June 21 on a vote of 26-3 with Sens. Judd Gregg, R-N.H., Sam Brownback, R-Kan., and Ben Nelson, D-Neb. voting no.

##### **S. 1642: HIGHER EDUCATION AMENDMENTS ACT**

Sen. Edward Kennedy, D-Mass.

Introduced: June 7

Referred to: Senate floor

The bill would make extensive changes to student loan programs, and it would also reform K-12 teacher preparation programs, create programs to train and mentor new teachers, and expand college prep grants.

The Senate Health, Education, Labor and Pensions Committee passed the bill June 20 by a 28-0 vote.

##### **S. [NO BILL NUMBER]: HIGHER EDUCATION**

##### **ACCESS ACT**

Sen. Edward Kennedy, D-Mass.

Introduced: June 20

Referred to: Senate floor

The reconciliation bill would reduce the deficit by \$1 billion and reform student loans. It would increase the maximum Pell Grant to \$5,100 next year and \$5,400 in 2011.

The Senate Health, Education, Labor and Pensions Committee passed the bill June 20 by a 17-3 vote.

##### **H.R. 1429: IMPROVING HEAD START ACT**

Rep. Dale Kildee, D-Mich.

Introduced: March 9

Related bills: H. Res. 348, S. 556

Referred to: Conference

The bill would expand the Head Start program with an authorization for \$450 million in 2008 funding for increasing teacher salaries, supporting teacher quality programs and grantees serving special populations. It would also eliminate a requirement that grantees test children twice a year and set up a path for replacing the accountability system with a new measurement of programs' effectiveness. It would require the Health and Human Services Department to decide on funding based on a review of local Head Start agencies' budget practices, teacher qualifications standards, and child health screening and audits. Additionally, it would require that at least half of all program teachers have a bachelor's degree by 2013.

Lawmakers considered 12 amendments to the bill, rejecting three of them. Passed amendments include: partnerships between Head Start and the historically black colleges and universities to increase the number of associate, baccalaureate and advanced degrees in early childhood education earned by Head Start staff and parents of students; funds for research developing best practices for teaching Head Start programs serving children with and without disabilities; a requirement for Head Start employers to run criminal background checks on job applicants; a requirement for states or agencies administering Head Start to describe the assessments they use to assess progress of students with limited English proficiency; assistance for programs in rural areas to train and hire teachers and to give them flexibility in regards to involving parents, conducting home visits, and implementing health screenings; forgiveness of student loans for students earning bachelor's degrees in an early childhood field who agree to teach Head Start or Early Head Start for at least three years; technical assistance trainers that ensure Early Head Start grantees have specific expertise in infant and toddler

development and to set 50 percent of technical assistance funds aside for Early Head Start programs; allowing grantees to reduce enrollment levels to maintain the quality of services if their funding does not increase from year to year; and language outlining the history and importance of participation by faith- and community-based organizations in the Head Start program and to explicitly state that they will continue to be eligible to participate. The bill was passed May 2 by a vote of 365-48.

The Senate received the House version of the bill May 7. It approved the bill by unanimous consent June 19 but insisted on its amendments, resulting in a request for a conference.

##### **S.RES. 242: TITLE IX RESOLUTION**

Sen. Patty Murray, D-Wash.

Introduced: June 20

Referred to: Senate

The resolution would celebrate the accomplishments of Title IX of the Education Amendments, also known as the Patsy Takemoto Mink Equal Opportunity in Education Act, and recognize the need to continue pursuing the goal of educational opportunities for women and girls.

The Senate passed the resolution by unanimous consent June 20.

### JUST INTRODUCED

#### House

##### **H.R. 2738: CHILD TELEVISION PROTECTION ACT**

Rep. Daniel Lipinski, D-Ill.

Introduced: June 15

Referred to: Energy and Commerce Committee

The bill would empower parents to protect children from depictions of indecent material on TV.

##### **H.R. 2753: D.C. GRADUATE SCHOOLS ACT**

Rep. Eleanor Holmes Norton, D-D.C.

Introduced: June 15

Referred to: Education and Labor Committee

The bill would amend the Higher Education Act to include law school and other graduate schools of the University of the District of Columbia as eligible professional and graduate institutions.

#### Senate

##### **S. 1655: MINOR PROTECTION ACT**

Sen. Edward Kennedy, D-Mass.

Introduced: June 19

Referred to: Health, Education, Labor and

## Legislative Update

### Pensions Committee

*This bill would establish improved mandatory standards to protect minors during emergencies.*

### IN THE WINGS

#### **H.R. [NO BILL NUMBER]: LABOR, HEALTH AND HUMAN SERVICES, EDUCATION APPROPRIATIONS ACT OF 2008**

Rep. David Obey, D-Wis.

Introduced: It has not yet been formally introduced

Referred to: Senate Appropriations Committee

*The bill would provide Education Department programs \$61.7 billion in FY2008. That is \$5.9 billion more than the Bush Administration requested for ED. Overall, the bill exceeds the administration's request by \$11 billion.*

*The largest education funding increases would go to Title I formula grants and to Pell Grants. The Title I allocation would increase by nearly \$2 billion above its level of \$12.8 billion. Money for the newly-funded Title I School Improvement Grants would increase to \$500 million from its \$125 million allocation — a figure that would satisfy Bush's funding request.*

*It would cut the \$1 billion Reading First program by \$619 million.*

*It would provide \$11 billion to IDEA Part B grants — \$465 million more than Bush requested and \$174 million above the FY 2007 level. It would also provide \$99 million for the administration's Teacher Incentive Fund and nearly \$3.2 billion for NCLB's Improving Teacher Quality State Grants.*

**The House Appropriations Labor, Health and Human Services, Education Subcommittee passed the bill by a voice vote June 7. Rep. David Obey, D-Wis., canceled a June 14 markup by the full committee and postponed further action on the bill.**

#### **H.R. 2669: COLLEGE COST REDUCTION ACT**

Rep. George Miller, D-Calif.

Introduced: June 12

Referred to: House floor

*Pursuant to instructions in the FY2008 budget resolution, the reconciliation bill would reduce the deficit by \$750 million. It would also provide for \$19 billion worth of reforms in federal student loan policies, reducing lender subsidies and shifting the savings into need-based financial aid programs. Pell Grant scholarships would increase by \$500 over five years. It would cut interest rates on need-based student loans by half, from 6.8 percent to 3.4 percent.*

*It includes K-12 proposals that would help districts recruit and retain teachers. It would authorize and fund a TEACH grant proposal worth \$375 million over five years, which would*

*provide as much as \$16,000 (\$4,000 per year) in upfront tuition assistance to college students majoring in high-need subjects such as science, math, foreign language, special education, and English language acquisition who earn teaching certifications. To receive the assistance, the student would have to agree to teach in a K-12 school for four years.*

*It would also reward existing educators in certain fields by reducing their student loan debts by as much as \$5,000. The loan forgiveness eligibility list includes school librarians, bilingual teachers, speech-language pathologists, early-childhood teachers, and critical foreign-language instructors.*

**The House Education and Labor Committee cleared the bill June 13 by a 30-16 vote. Three Republicans — Reps. Thomas Petri, Wis., Luis Fortuño, PR, and Dean Heller, Nev. — voted for it; three Republicans — Reps. Michael Castle, Del., Cathy McMorris Rodgers, Calif., and Virginia Foxx, did not vote; and no Democrats opposed it.**

#### **S. 1348: COMPREHENSIVE IMMIGRATION REFORM ACT**

Sen. Harry Reid, D-Nev.

Introduced: May 9

Referred to: Senate floor

*The bill would overhaul the nation's immigration laws, in part, by implementing a merit-based system to provide green cards, which would award points to immigrants who are educated, speak English and are employed. It includes the DREAM Act, which would allow high school graduates and GED certificate holders aged 29 and younger who entered the country before age 16 to apply for legal status and allow states to offer in-state tuition to undocumented students.*

**The Senate debated numerous amendments to the bill from May 14 through June 7. Sen. Harry Reid, D-Nev., withdrew the bill from the floor June 7 after he failed to garner support for bringing the bill to a final vote. A 45-50 cloture vote fell 15 votes short of the 60 votes needed to end a filibuster. More recently, on June 14, Reid announced an agreement that would enable him to bring the bill back to the floor.**

#### **H.R. 2272: 21ST CENTURY COMPETITIVENESS ACT**

Rep. Bart Gordon, D-Tenn.

Related Bills: S. 761

*The bill includes five previously passed House bills, including H.R. 363; the 10,000 Teachers, 10 Million Minds Science and Math Scholarship Act; and H.R. 1867, a National Science Foundation reauthorization. The new comprehensive bill is considered the vehicle for conference negotiations with the Senate's America Competes Act. The House bill would encourage university*

*faculties in math, science and engineering departments to work with education faculties; provide scholarships to college students in math and science programs who commit to teach in K-12 classes; expand summer teacher training institutes at NSF and the Energy Department; require NSF to support for master's degree programs for in-service mathematics and science teachers within its Math and Science Partnerships; expand NSF's STEM Talent Expansion program to include centers for improving undergraduate STEM education; and establish a laboratory science pilot project at NSF.*

#### **H.R.2289: STRIVING READERS ACT OF 2007**

Rep. John Yarmuth, D-Ky.

Introduced: May 14

Referred to: Education and Labor Committee

Related bill: S. 958

*The bill would establish President Bush's proposed "effective adolescent literacy programs," as a formula grant authorized at \$200 million for 2008 and as much as \$1 billion through 2012. States and districts could use grants to create and evaluate literacy improvement plans and assessments or to hire literacy coaches, among other things. It would be awarded as five-year competitive grants if appropriated less than \$200 million in a given year.*

#### **S. 1339: TEACHER EXCELLENCE FOR ALL CHILDREN ACT**

Sen. Edward Kennedy, D-Mass.

Introduced: May 8

Referred to: Finance Committee

*The bill would amend the Elementary and Secondary Education Act, the Higher Education Act, and the tax code to improve recruitment, preparation, distribution and retention of public elementary and secondary school teachers and principals.*

#### **H.R. 2668: CLASS-SIZE REDUCTION ACT**

Rep. Rep. David Wu, D-Ore.

Introduced: June 11

Referred to: Education and Labor Committee

*The bill would amend the Elementary and Secondary Education Act to reduce class size through the use of fully qualified teachers.*

#### **H.R. 2470: AMERICA'S BETTER CLASSROOM ACT**

Rep. Charles Rangel, D-N.Y.

Introduced: May 24

Referred to: Education and Labor and Ways and Means committees

*The bill would offer tax credits that could total as much as \$25 billion to be put towards the costs of school repairs. Under the bill, states and local districts could cut financing costs in half.*

## Daily Briefing

### Supreme Court watch

#### High court rules on athletics association case

The **U.S. Supreme Court** concluded that an interscholastic high school athletics association could restrict a private school's communications with prospective student athletes.

In *Tennessee Secondary School Athletic Ass'n v. Brentwood Academy*, No. 06-427, 107 LRP 34102 (U.S. 06/21/07), Tennessee's voluntary interscholastic high school athletics association did not violate the First Amendment when it penalized a private school football coach for violating its ban on the use of undue influence in recruiting eighth-grade athletes.

The First Amendment protects a private school's right to publish truthful information about its athletic and academic programs. It also protects a private school's right to try to persuade prospective students and their parents that its excellence in sports is a reason to enroll. But a school that joins a statewide athletics association does not have unrestricted free speech rights. The High Court decided the association's recruiting rule did not violate the First Amendment because it furthered an important objective — protecting impressionable students from being pressured or coerced into participating in member schools' athletics programs. Belonging to an association that prohibits its member high schools from using undue influence in recruiting middle school athletes means sacrificing the ability to communicate freely with prospective recruits before they enroll in school.

The Court reversed the **6th U.S. Circuit Court of Appeals'** decision (see 106 LRP 15853) and remanded the case.

### Across the Nation

#### Pennsylvania

#### Property taxes needed to fill fed IDEA shortfall

A Pennsylvania school board president is calling on **Congress** to increase funding for the Individuals with

Disabilities Education Act by \$2.5 billion.

**Joan Murdoch**, president of the **Quaker Valley School District**, said IDEA funding levels in the FY 2008 budget request are "insufficient to help our school district manage the costs associated with rising operational costs related to special education, supplemental services, and overall curriculum development."

Murdoch made the comments in a June 16 letter to Sen. **Arlen Specter**, R-Pa. She noted that the district increased its property taxes last month to help cover the federal mandates, including the IDEA shortfall, in the district.

"Our funding for Title I has decreased over the past several years, but our population of students requiring these services has increased," Murdoch wrote.

### Newsmakers

#### Charter association's COO named WH Fellow

**Andrew Smarick**, the chief operating officer for the **National Alliance for Public Charter Schools**, has been named a 2007-2008 White House Fellow. He is the only fellow in a class of 15 who works in K-12 education and comes from a nonprofit organization.

Before overseeing daily operations at NAPCS, Smarick served as a senior legislative assistant for Rep. **Wayne Gilchrest**, R-Md., advising the **Congress** member on education issues. He has also been an aide to several members of the **Maryland Legislature**.

Smarick helped found **KIPP Harbor Academy**, an Annapolis-based charter school that prepares disadvantaged students for college. He continues to serve on the school's board.

Smarick has bachelor's and master's degrees from the **University of Maryland**.

The White House Fellows program provides young Americans with experience in the highest levels of the federal government. Fellows attend education programs, participate in discussions with public- and private-sector leaders, and take trips to study federal policy.

### LEADERS (continued from page 1)

The concept of empowering principals was the forum's resounding theme.

**Mike Feinberg**, co-founder of **Knowledge is Power Program**, suggested **Congress** give leaders freedom to allocate funds, develop the curriculum and make hiring decisions as they see fit.

"That would be the ideal world," said **Christopher Barbic**, founder and head of **YES Prep Public Schools**.

Principals can only accomplish NCLB's goals "if they are free to achieve results," said **Tim Daly**, president of the **New Teacher Project**. All too often, he said, they are hampered by "antiquated systems of staffing" that make it difficult to hire the best teachers. Collective bargaining agreements contain layers upon layers of age-old restrictions, which

are rarely updated, he said. Daly suggested administrators and teachers' unions negotiate new agreements rather than try to update current contracts.

"We need to start the conversation over," he said.

After the forum, **Susan Traiman**, the moderator and **Business Roundtable's** education and workforce director, carefully pointed out that speakers were not making a case to "roll back" NCLB's requirements. Rather, they were making a case to reward schools and districts making Adequate Yearly Progress and demonstrating results on measures such as high school graduation rates, college attendance and graduation rates.

"It makes sense for these schools to have the flexibility to hire staff and allocate resources, as long as they continue to meet NCLB's accountability requirements for student achievement for all groups of students," Traiman said.